

## DATA EXPLANATIONS

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All Students vs. Non-disabled Students	Due to current data collection systems, it is difficult to compare children with disabilities to non-disabled children. Most comparisons in this report are between students with disabilities and all students. Missouri Assessment Program (MAP) results are the only data that compares disabled to non-disabled students.
Annual Report to Congress	Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (IDEA) compiled by the Office of Special Education Programs (OSEP) from state reported 618 data.
Biennial Performance Report	Report submitted to OSEP in May 2002. Reports progress towards Missouri's Performance Goals and Indicators as well as additional data on assessments, disproportionality issues and suspension/expulsion rates.
Child complaint/due process database	A detailed database was developed for FY2002. The database allows for extensive querying of data and monitoring of prevalent issues and timelines.
Core Data	The Core Data Collection System is a web-based, automated collection system with interactive edits. Included in the system are twenty-five integrated "Screens" that are used to update or enter new information. The Core Data System is used to collect a large amount of the Missouri's 618 data, including child count (Screen 11), exiting (Screen 12), discipline (Screen 09) and personnel (Screen 18) data. Data is collected for all students, including, but not limited to enrollment, graduation/dropout and suspension/expulsion data. The current system of collecting exiting data makes it difficult to compare children with disabilities with non-disabled children. In this report, data for all students includes students with disabilities.
Early Childhood Special Education (ECSE) web application	Used by districts to submit their Early Childhood budgets.
Focus Groups	Focus groups were held in eight urban, suburban, and rural areas in Missouri including: Cape Girardeau, Chillicothe, Kansas City, Pattonville, Raytown, Rolla, Springfield, and St. Louis city. DESE determined that focus groups would be held for Early Childhood Special Educators in Pattonville and Raytown and for Principals in Cape Girardeau, Chillicothe, Kansas City, Rolla, Springfield, and St. Louis city. Focus groups of Parents and Junior and Senior High Students would be held in each of the eight areas. To ensure objectivity, members of the Great Lakes Area Regional Resource Center (GLARRC) facilitated the focus groups.

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Missouri Assessment Program (MAP)	<p>The MAP is a performance-based assessment system for use by all public schools in the state, as required by the Outstanding Schools Act of 1993. The assessment system is designed to measure student progress toward meeting the Show-Me Standards, seventy-three rigorous academic standards that were adopted by the State Board of Education in January 1996. State-level assessments were developed for students in the following grades:</p> <table> <tr> <th>Subjects</th><th>Grade Levels</th></tr> <tr> <td>Mathematics</td><td>4, 8, 10</td></tr> <tr> <td>Communication Arts</td><td>3, 7, 11</td></tr> <tr> <td>Science</td><td>3, 7, 10</td></tr> <tr> <td>Social Studies</td><td>4, 8, 11</td></tr> </table> <p>Achievement levels include Step 1, Progressing, Nearing Proficient, Proficient and Advanced. The MAP Index is used for data analysis purposes in this report. The Index is a weighted average of the performance levels of the students. The Index ranges from 100 to 300 with 100 indicating that all students are at the lowest level of proficiency and 300 indicating that all students are at the highest level of proficiency. The formula follows: MAP Index = (pct Step 1*1)+(pct Progressing*1.5)+(pct Nearing Proficient*2)+(pct Proficient*2.5)+(pct Advanced*3).</p>	Subjects	Grade Levels	Mathematics	4, 8, 10	Communication Arts	3, 7, 11	Science	3, 7, 10	Social Studies	4, 8, 11
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Missouri First Steps Redesign Project: Final Report and Recommendations	435 parent surveys were sent to families who had exited First Steps since July 1, 1998 and seventy-three were returned resulting in a 19.3% return rate. 557 Skills and Knowledge Inventories were distributed to providers within target counties and to all First Steps service coordinators statewide and 178 were returned and analyzed.										
Missouri School Improvement Program Advanced Questionnaire	A survey of parents in districts that are being monitored. Data can be disaggregated for parents of students with disabilities.										
Monitoring Data	<p>FY2002 was the first year of the third cycle of the Missouri School Improvement Program (MSIP). FY02 monitoring data referenced in this report was collected via the Special Education Compliance Management System (CMS). The data represents approximately one-fifth of the districts in the state or 102 districts. Districts are monitored on many indicators. These indicators can then be combined into standards. There are several standards for each of the following areas: Child Find, Dropouts, Evaluation, General Administration, Least Restrictive Environment, Personnel, Procedural Safeguards, Secondary Transition, Special Education and Related Services, State and District-wide Assessment, and Suspension/Expulsion. "FY2002 Monitoring Standard Evaluation-2" refers to the second standard in the area of evaluations. The report then indicates the number and percent of districts found out of compliance. Follow-up data for previous years was not available at the time of the writing of this report, therefore is noted as "Incomplete" in the data tables.</p>										

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Parent Advisory Council (PAC) Grant Evaluation	Twenty-nine surveys were sent to recipients of PAC Sliver Grant funds. Purpose is to create a standing council to improve special education services through parent involvement. Twenty-five surveys were returned.
Parent Survey	Telephone survey drawn from a sample of special education records collected from thirty-two sampled districts. A total of 637 parents were sampled from more than 64,000 student records. These 637 parents were contacted via telephone between June 3 and July 17, 2002 and a total of 254 completed the survey, for a response rate of 37.9 percent.
School Entry Assessment Project	Comprehensive early childhood assessment effort designed to gather information about the school readiness of children as they enter kindergarten and to collect data about their pre-kindergarten experiences. The assessment is conducted in a sampling of Local Educational Agencies (LEAs) across the state. Approximately ten percent of the children assessed have been or are in Special Education programs.
Solutions Report	Evaluation of the First Steps system prior to the redesign, conducted in June 1998.
Special Education State and District Profiles	Data profiles are comprised of data including child count, placement, assessment, graduation/dropout rates, suspension/expulsion rates, etc. Most data is compiled from district-reported Core Data information. The profiles are used for district planning and monitoring purposes.
State 618 Data	Data required by and reported to the Office of Special Education Programs (OSEP) serving children and youth with disabilities from birth to age 22. Data includes child count, placement, services, exiting, personnel and discipline.
Student Survey	Mail survey sent to a sample of special education students aged 16 and older. These students drawn from the same sample of districts used in the telephone survey. A total of 252 surveys were mailed on June 20, 2002. By August 12, 2002, 22 surveys were returned. Because of the small number of completed surveys, this data set was not analyzed.
System Point of Entry (SPOE)	Data management system used to collect child information for the First Steps program. Data includes, but is not limited to, demographic, intake, referral, diagnosis, service authorizations and exit data. Current System Point of Entry (SPOE) data is for Phase I of the First Steps redesign, which includes eighteen counties in Missouri and is maintained by the Central Finance Office (CFO).
The Research Report – Missouri's First Steps Program	A questionnaire was sent to 299 parents whose child made the transition out of First Steps during the 1998-1999 school year. A total of ninety-five surveys were returned, representing about a 32% return rate.